

Reading Teaching sequence - Whole Class

Our approach to teaching reading at Nightingale hinges upon the Education Endowment Fund and International Centre for Education Evaluation's seven-step model for teaching metacognitive strategies. In using this model, the responsibility of learning is gradually transferred from the teacher to the pupils. We use these steps in conjunction with Kagan and Making Thinking Visible Structures to allow children to develop a deeper understanding of the content taught with a consistent pedagogical approach. All of our English learning follows the sequence steps below, whilst remaining flexible to ensure we meet the needs of the pupils' current point of knowledge.

1. The teacher provides background knowledge, including why students should use the strategy and how it will help them.
2. The teacher describes the strategy.
3. The teacher models how to use the strategy, soliciting ideas from students. The teacher thinks aloud while modelling brainstorming then asks for opinions from pupils,
4. Students collaborate in small groups to practise applying the strategy. While students practise using the strategy, the teacher checks to see that students use the method correctly and return to earlier steps as needed.
5. Students practice the strategy with assistance from the teacher as needed. While students apply, the teacher walks/surveys understanding of the strategy and assists students in applying the strategy.
6. Students apply the strategy independently.
7. Pupils reflect on the strategy used to consolidate or unpick misconceptions.

ACTIVATE PRIOR KNOWLEDGE	STRATEGY INSTRUCTION MODELLING	MEMORISATION	GUIDED PRACTICE	INDEPENDENT PRACTICE	STRUCTURED REFLECTION
Schema Making connections	Question type Share three questions and identify the type	I Say - You Say - We Say	Each lesson will focus upon a different reading skill (outlined in the planning document) from: Teacher to plan set questions for skills based on the extract and the 8 domains	Reading Journals	Headlines
See Think Wonder	Name it, Explain it, Change it	Chanting	Modelling of Reading domain using flip chart or digital alternative	Desmos	A&B Partner Sharing Boomerang
Think, Puzzle, Explore	Modelling of question type	Echo Reading	Model questions shared and response reviewed in real time using visualiser or digital alternative	Shared group work	Exit ticket on Post - It.
Prediction review	Scaffolding understanding of question type	Whisper Reading	Timed Paired Share Discussion about question type	Oral Response	Use to think, now I think.
Pose, Pause, Pounce and bounce question	Question type creation	Mix and match	Chanting	3-2-1 Bridge	Sentence - Phrase - Word
Timed Paired Share	Rally Robin	Rally Coaching	Assess understanding of reading domain	What makes you say that?	Colour - Symbol - Image

Writing Teaching sequence - Whole Class

Key Stage 1 & 2

PLANNING	DRAFTING	SHARING	EVALUATING	REVISING EDITING	PUBLISHING
ACTIVATE PRIOR KNOWLEDGE	STRATEGY INSTRUCTION MODELLING	MEMORISATION	GUIDED PRACTICE	INDEPENDENT PRACTICE	REFLECTION
Schema Making connections	Sentence Talks (ST)	Sharing writing with a partner looking for improvement points	reading over writing and checking it against steps to success	Magpie books	Neat work for walls
See Think Wonder	Vocabulary instruction (VIP)	Sharing Desmos	Timed Paired Share Discussion about sentence, paragraph or text features	Desmos	Book Creator
Mind Mapping	Modelling genre	Sharing work under visualiser	Making changes to the content of writing in light of feedback and self-evaluation	Shared group work	Class book
Genre exploration	Scaffolding genre in stages	Rally Read for editing	Purple pen editing	Oral Response	Videos of children 'performing' thier writing
Writing Features	Flip chart of desired outcomes (ST,VIP, section being taught)	Spot the writing feature mistake	Assess understanding of writing goals	What makes you say that?	
Timed Paired Share	What it is and what it is not	Rally Coaching			

Early Reading and Phonics Teaching sequence - Whole Class/Groups

At Nightingale we use Letters and Sounds to teach phonics. This ensures that there is a systematic approach to teaching phonics for reading and spelling. Through enthusiastically delivered, fast paced, engaging lessons children are actively involved so that they acquire the knowledge and skills to read and spell.

REVISIT	TEACH	PRACTICE/ APPLY	REVIEW	APPLY TO READING
ACTIVATE PRIOR KNOWLEDGE	INSTRUCTION MODELLING	MEMORISATION / INDEPENDENT PRACTICE	STRUCTURED REFLECTION	
oral blending / segmenting	Explicitly teach new GPC and/or tricky word	Echo Reading	I Say - You Say - We Say	Using fully decodable reading books / passages containing only GPCs taught so far
recall previously taught GPCs	Modelling memorisation	Whisper Reading	Oral Response	
Practise fluent reading-spelling		read / write a caption using HFW & decodable words.	Chanting	
Schema Making connections	Teach oral blending/segmenting	Read / write words using taught letters	recall taught GPCs / tricky words from this lesson	
Tricky words			What makes you say that?	

NELI Teaching sequence - Groups Only

The Nuffield Education Language Intervention (NELI) is a 20 week programme used for children aged 4-5 years old to improve their oral language skills. NELI is delivered in two parts with several focal topics taught in each part. There are four main components of the programme which focus on;

1. Expressive vocabulary
2. Receptive vocabulary
3. Sentence repetition
4. Listening comprehension

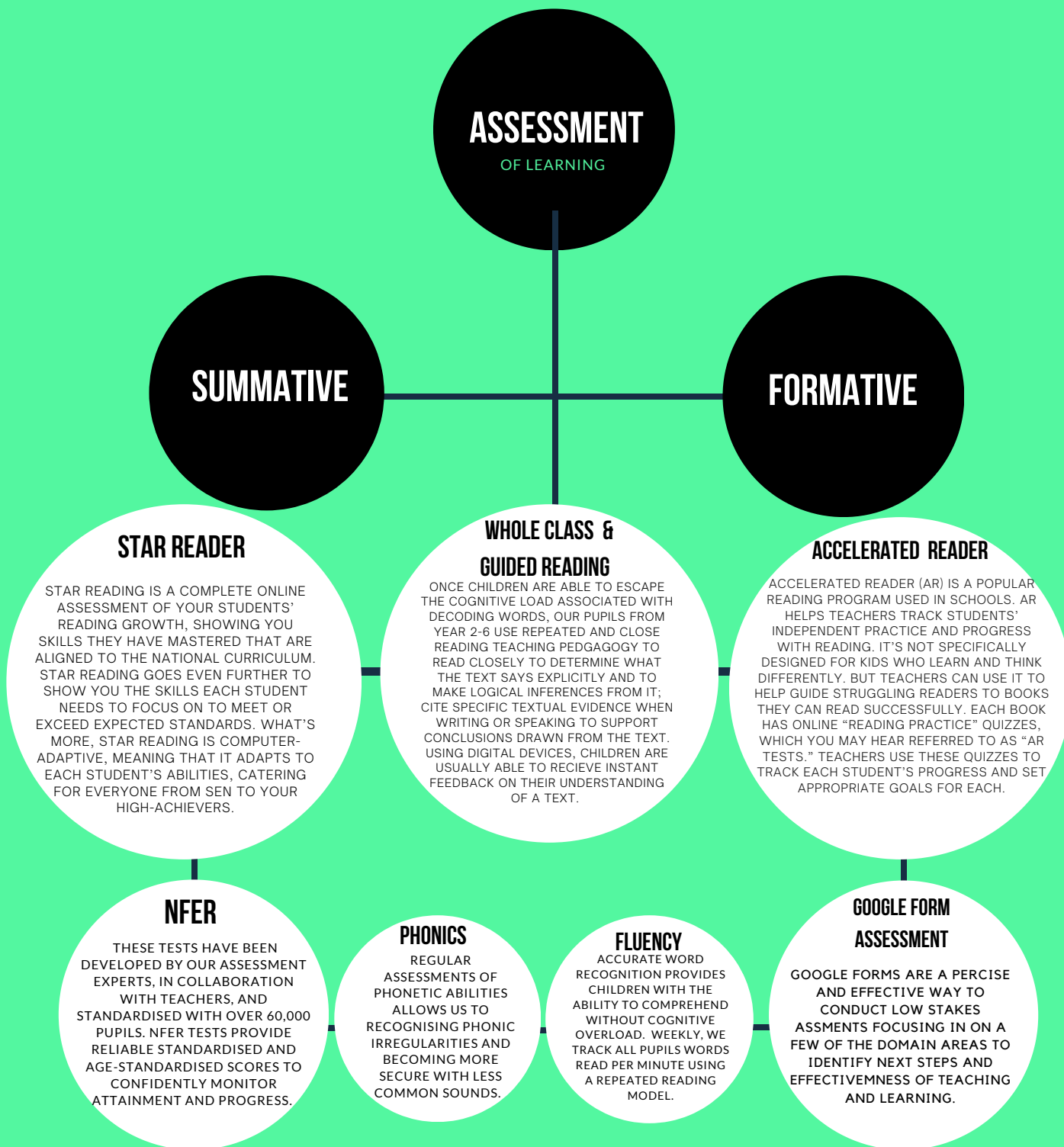
In addition to the main components explored in Part 1 of the intervention, there is also the introduction of phonetic knowledge and awareness in Part 2 of the programme. Throughout the intervention children are encouraged to reflect upon and consolidate the content learnt.

NELI links well with the Education Endowment Fund (EEF's) and International Centre for Education Evaluation's seven-step model for teaching metacognitive strategies. These structures support the delivery of NELI in addition to creating a consistent approach to early language throughout the provision and Early Years Foundation Stage.

EXPRESSIVE VOCABULARY	RECEPTIVE VOCABULARY	SENTENCE REPETITION	LISTENING COMPREHENSION	PHONETIC AWARENESS	CONSOLIDATION
ACTIVATE PRIOR KNOWLEDGE	STRATEGY INSTRUCTION MODELLING	MEMORISATION	GUIDED PRACTICE	INDEPENDENT PRACTICE	STRUCTURED REFLECTION
Schema Making connections when introducing new vocabulary	Listen to and match spoken words to pictures or personal events	I Say - You Say - We Say	Ability to listen to and repeat spoken stories (narrative task)	Phonetic activities in the environment	Group and Individual NELI consolidation sessions
I Say - You Say - We Say; Use of words in speech to communicate	Choose it, Name it, Explain it (vocabulary comprehension)	Chanting	Modelling of story language and sequencing	Targeted phonics groups/intervention	Phonics games in Individual sessions to address misconceptions
Chanting	Modelling of question type- Can you find the word that matches this picture?	Echo Reading	Ask and model directed questions linked to the story and share ideas	Phonics activities in NELI independent sessions	Using new vocabulary in context; word-phrase- sentence
Prediction review- What does each word mean?	Scaffolding understanding of question type	Model grammatical sentence structures	Model literal language from the story	Oral Response	Use to think, now I think.
Pose, Pause, Pounce and bounce question	Three and four step sequencing cards- describing what is happening in each step using appropriate vocabulary	Reinforce vocabulary taught in previous sessions	Model inferential language from the story	Schema making connections	Sentence - Phrase - Word
Retrieve knowledge of each word when needed (using schema)	Rally Robin	Rally Robin	Assess understanding of the story and reading comprehension	GPC and oral blending games	Narrative task- describe a personal event linked to the cards shown

READING ASSESSMENT OF LEARNING AT NIGHTINGALE

Reading comprehension is only one element of reading assessment at Nightingale. Robust monitoring Phonics and Words per minute fluency play an essential component in effectively gauging children's next steps. In addition, our various form's assessment allows us to capture a holistic picture of our pupils reading ability.



Suggested English Teaching Sequence

KS1

VOCABULARY INSTRUCTION

3 - 5 words introduced each week.

Vocabulary to relate to **current topics** (inc. foundation subjects).

Pupils encouraged to use vocabulary **in sentence talks and writing tasks.**

CLOSE READING

Close reading **related to core text/ topic** to develop **reading domain skills** of retrieval, inference etc.

This may form part of the morning English lesson OR standalone as **an afternoon activity.**

Close reading a writing format related to the current writing outcome helps reinforce steps to success and **familiarity with good models/ scaffolds.**

HOME LEARNING

IXL English tasks set weekly to ensure practice of key skills.

WRITING

See 'Writing Sequence' slide for a detailed breakdown.

In KS1, children need:

- clearly modelled **steps to success**
- visual aids and scaffolds on the **working wall** (inc. vocabulary, worked examples)
- **Differentiated scaffolds** for pupils requiring further support

Mini plenaries built into writing time, to address misconceptions and reinforce steps to success.

Pupils to assess own learning against steps to success.

SENTENCE TALKS

Focus upon the identified areas of grammar and punctuation.

This should **link to current writing**, with opportunities to apply newly learnt skills.

Following the sequence of The Writing Revolution

Identify **IXL English** objectives to be mastered across the week (inc. at home)

Suggested English Teaching Sequence

VOCABULARY INSTRUCTION

3 - 5 words introduced each week.

Vocabulary to relate to **current topics** (inc. foundation subjects).

Pupils encouraged to use vocabulary **in sentence talks and writing tasks.**

SENTENCE TALKS

Focus on identified Sentence Talk activities for year group. Short, sharp session looking at sentence construction.

KS2

CLOSE READING

Close reading of **core text** to develop **reading domain skills** of retrieval, inference etc.

This may form part of the morning English lesson OR standalone as **an afternoon activity.**

Close reading of core text helps reinforce steps to success and **familiarity with good models/ scaffolds.**

SPAG

Focus on identified grammar & punctuation for year group. This should be taught discretely & be **linked to current writing**, with opportunities to apply newly learnt skills.

HOME LEARNING

IXL English tasks set weekly to ensure practice of key skills.

WRITING

See 'Writing Sequence' slide for a detailed breakdown.

In KS2 children need:

- clearly modelled **steps to success**
- visual aids and scaffolds on the **working wall** (inc. vocabulary, worked examples)
- **Differentiated scaffolds** for pupils requiring further support

Mini plenaries built into writing time, to address misconceptions and reinforce steps to success.

Pupils to assess own learning against steps to success.